

Flowertown Elementary

20 King Charles Circle
Summerville, South Carolina 29485

Grades	PK-5 Elementary School	
Enrollment	1,011 Students	
Principal	Dr. Camilla Lovell	843-871-7400
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	38	42	3	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	Yes
2004	Good	Below Average	Yes
2005	Good	Unsatisfactory	Yes
2006	Good	Below Average	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

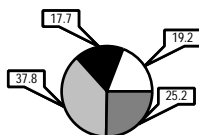
96.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

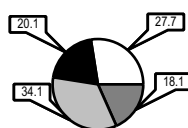
English/Language Arts



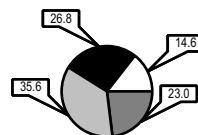
Mathematics



Science

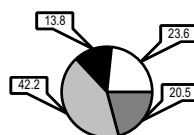
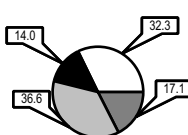
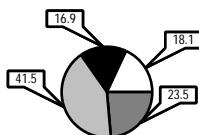
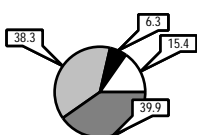


Social Studies



Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	496	98.0	10.9	32.8	45.5	10.7	66.5	Yes	Yes
Gender									
Male	262	96.6	15.7	34.5	41.0	8.7	60.3	N/A	N/A
Female	234	99.6	5.9	31.1	50.2	12.8	73.1	N/A	N/A
Racial/Ethnic Group									
White	341	98.5	9.0	31.2	46.0	13.8	69.8	Yes	Yes
African American	123	97.6	15.6	36.7	44.0	3.7	59.6	Yes	Yes
Asian/Pacific Islander	11	90.9	0.0	40.0	60.0	0.0	70.0	I/S	I/S
Hispanic	17	94.1	28.6	28.6	35.7	7.1	42.9	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	440	99.5	7.2	31.9	50.4	10.5	71.1	N/A	N/A
Disabled	56	85.7	42.6	40.4	4.3	12.8	27.7	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	496	98.0	10.9	32.8	45.5	10.7	66.5	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	491	98.0	10.4	32.9	45.9	10.8	67.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	196	96.9	18.0	38.8	39.3	3.9	55.1	Yes	Yes
Full-pay meals	299	99.0	6.3	28.9	49.6	15.2	74.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	496	98.8	17.7	37.9	25.7	18.6	58.8	Yes	Yes
Gender									
Male	262	98.1	19.4	37.9	21.1	21.6	59.1	N/A	N/A
Female	234	99.6	16.0	37.9	30.6	15.5	58.4	N/A	N/A
Racial/Ethnic Group									
White	341	99.7	15.3	35.0	28.3	21.3	63.1	Yes	Yes
African American	123	97.6	24.8	44.0	19.3	11.9	46.8	Yes	Yes
Asian/Pacific Islander	11	90.9	0.0	50.0	20.0	30.0	70.0	I/S	I/S
Hispanic	17	94.1	28.6	42.9	21.4	7.1	42.9	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	440	99.8	14.7	38.6	26.9	19.9	62.2	N/A	N/A
Disabled	56	91.1	42.9	32.7	16.3	8.2	30.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	496	98.8	17.7	37.9	25.7	18.6	58.8	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	491	98.8	17.2	38.0	26.0	18.8	59.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	196	97.4	25.1	42.5	22.3	10.1	45.3	Yes	Yes
Full-pay meals	299	99.7	12.9	34.9	27.9	24.3	67.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	496	98.8	26.5	34.5	18.1	20.8	38.9
Gender							
Male	262	97.7	26.7	29.7	19.8	23.7	43.5
Female	234	100.0	26.4	39.5	16.4	17.7	34.1
Racial/Ethnic Group							
White	341	99.4	21.5	32.1	20.8	25.6	46.5
African American	123	98.4	42.3	37.8	11.7	8.1	19.8
Asian/Pacific Islander	11	90.9	9.1	45.5	27.3	18.2	45.5
Hispanic	17	94.1	28.6	50.0	7.1	14.3	21.4
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	440	98.9	22.1	35.8	19.5	22.6	42.1
Disabled	56	98.2	60.4	24.5	7.5	7.5	15.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	496	98.8	26.5	34.5	18.1	20.8	38.9
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	491	98.8	26.1	34.6	18.3	21.0	39.3
Socio-Economic Status							
Subsidized meals	196	97.4	38.5	38.5	11.7	11.2	22.9
Full-pay meals	299	99.7	18.7	31.9	22.3	27.1	49.5

Social Studies							
All Students	496	99.0	13.5	35.8	23.6	27.2	50.8
Gender							
Male	262	98.1	15.9	33.9	20.6	29.6	50.2
Female	234	100.0	10.9	37.7	26.8	24.5	51.4
Racial/Ethnic Group							
White	341	99.4	10.3	34.3	22.8	32.7	55.4
African American	123	99.2	19.6	41.1	25.0	14.3	39.3
Asian/Pacific Islander	11	90.9	18.2	27.3	27.3	27.3	54.5
Hispanic	17	94.1	35.7	35.7	21.4	7.1	28.6
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	440	99.1	10.8	34.8	24.8	29.8	54.5
Disabled	56	98.2	34.0	43.4	15.1	7.5	22.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	496	99.0	13.5	35.8	23.6	27.2	50.8
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	491	99.0	12.9	35.9	23.8	27.4	51.2
Socio-Economic Status							
Subsidized meals	196	98.0	20.0	41.1	24.4	14.4	38.9
Full-pay meals	299	99.7	9.2	32.2	23.1	35.5	58.6

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	181	99.5	7.1	24.1	57.1	11.8	68.8
	4	153	100.0	8.0	37.7	47.8	6.5	54.3
	5	186	98.9	20.2	47.0	29.8	3.0	32.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	164	98.8	8.7	27.3	52.7	11.3	64.0
	4	176	98.3	9.9	32.9	42.9	14.3	57.1
	5	156	96.8	14.6	38.7	40.9	5.8	46.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	181	99.5	11.8	49.4	25.9	12.9	38.8
	4	153	100.0	9.4	39.9	31.2	19.6	50.7
	5	186	100.0	25.3	47.6	15.9	11.2	27.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	164	99.4	9.3	43.0	28.5	19.2	47.7
	4	176	98.9	21.6	31.5	28.4	18.5	46.9
	5	156	98.1	22.5	39.9	19.6	18.1	37.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	181	99.5	20.6	37.6	30.0	11.8	41.8
	4	153	99.4	21.7	35.5	26.8	15.9	42.8
	5	186	99.5	43.2	32.5	14.2	10.1	24.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	164	100.0	25.7	40.1	21.7	12.5	34.2
	4	176	98.9	22.2	27.8	21.6	28.4	50.0
	5	156	97.4	32.6	36.2	10.1	21.0	31.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	181	98.3	4.8	36.3	27.4	31.5	58.9
	4	153	99.4	11.7	35.8	31.4	21.2	52.6
	5	186	99.5	29.0	46.2	15.4	9.5	24.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	164	100.0	5.3	29.6	34.9	30.3	65.1
	4	176	98.9	11.7	30.2	25.9	32.1	58.0
	5	156	98.1	24.5	48.9	8.6	18.0	26.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 1,011)				
First graders who attended full-day kindergarten	100.0%	Up from 98.6%	100.0%	100.0%
Retention rate	2.2%	Up from 1.9%	2.9%	2.8%
Attendance rate	96.2%	Up from 96.1%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.2%	Up from 0.6%	0.3%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.0%	Up from 0.6%	0.2%	0.0%
Eligible for gifted and talented	16.2%	Down from 20.2%	14.4%	10.4%
On academic plans	24.2%	N/AV	28.3%	33.6%
On academic probation	1.3%	N/AV	0.0%	1.0%
With disabilities other than speech	5.1%	Up from 4.7%	7.3%	7.5%
Older than usual for grade	0.6%	Up from 0.2%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Down from 2.6%	0.0%	0.0%
Teachers (n= 68)				
Teachers with advanced degrees	45.6%	Down from 47.0%	55.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	15.6%	N/A	1.7%	2.4%
Teachers with emergency or provisional certificates	3.4%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	83.7%	Up from 80.6%	89.0%	87.3%
Teacher attendance rate	94.7%	Up from 93.8%	95.1%	94.9%
Average teacher salary	\$40,991	Up 1.7%	\$42,944	\$42,485
Prof. development days/teacher	11.6 days	Down from 11.7 days	13.0 days	13.3 days
School				
Principal's years at school	1.0	Down from 6.0	6.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 18.1 to 1	19.3 to 1	18.6 to 1
Prime instructional time	90.0%	Up from 88.9%	90.1%	89.7%
Dollars spent per pupil*	\$5,322	Down 1.9%	\$6,278	\$6,557
Percent of expenditures for teacher salaries*	69.4%	Down from 69.7%	65.3%	64.0%
Percent of expenditures for instruction*	72.4%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.0%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Flowertown Elementary is a large suburban school located in Dorchester District Two. Our diverse population consists of 1050 students served in PreK through fifth grades. We are very fortunate to have strong support from our PTA, Business Partners, School Improvement Council and community. The mission of Flowertown is to provide every child with the skills necessary to become a productive citizen. This mission statement is recited daily as well as at special events by all members of the Flowertown family.

Our mission statement reflects the focus on helping our students Believe, Achieve, and Succeed. For the third consecutive year, we have obtained AYP, and we are pleased but not satisfied with the results of PACT. Increasing student achievement was the primary focus of our staff development throughout the year. Based on analysis of achievement data, we provided tutoring to help students become more proficient and advanced learners. During the year, three family curriculum fun nights were provided to showcase literacy, math and science. Just a few of the extra curricular opportunities included FES Singers, Cowboy Campout and SIC After-School Clubs. We supported the Summerville Community with donations to Jump Rope for Heart, Children in Crisis, United Way, and SPCA. We extended our caring by adopting John J. Audubon Elementary, a Louisiana school affected by Hurricane Katrina. We were recognized as a Lowcountry School of Promise by a local television station because of the efforts of volunteers.

Next year, we are excited about the unlimited learning opportunities that are going to be afforded to our students through our advances in technology. Every classroom is equipped with a Smart Board that enables teachers to create engaging, interactive lessons. Through information collected via MAP (Measures of Academic Progress), we will be able to address each student's specific learning need. Read 180, which has been successful in fifth grade, will be expanded to include fourth graders. Our continued emphasis on improving student learning through a more concentrated focus on phonemic awareness in the early grades, writing in all grades, and urgency for learning through increased rigor and relevance in our teaching will allow our children to be more successful learners.

We are excited about the SACS accreditation process that will provide us with the chance to look at ourselves, to see where we are weak, to see where we are strong, and to become "the best that we can Bee."

Dr. Camilla Lovell, Principal
Joyce Becwar, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	60	139	55
Percent satisfied with learning environment	98.3%	77.5%	85.2%
Percent satisfied with social and physical environment	96.6%	82.4%	85.5%
Percent satisfied with school-home relations	83.1%	88.1%	81.5%

*Only students at the highest elementary school grade level at this school and their parents were included.